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A COURSE OF STUDY IN LATIN

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Instruction in Latin in the University High School is organized to meet the needs of three different classes of pupils. One class consists of those who will continue the subject in college, the second, of those who will take all the Latin offered in the high school, but will not continue the subject farther, and the third includes the very large number who will complete only a part of the high-school course. The general purpose of the work of the department, therefore is not only to enable the pupil to read Latin, but also to give him definite values at a time when his progress in the language is comparatively small. In the elementary courses of the University High School, which affect the largest number, Latin is made to serve as an introduction to the science of language, thereby enabling the pupil to observe with greater intelligence and interest the development and relations of word and sentence elements in his own language and in other languages with which he may become acquainted. For this purpose Latin is in the highest degree available because of its character as an inflected language, and because of the extent to which derivatives from its vocabulary may be recognized in English and in other modern languages. Further, the inflections of the Latin sentence elements often serve to make clear syntactical relations which are vague to the pupil in his own language, and which must be understood before accuracy is possible in his own or in a foreign language. Correlation of the elementary Latin courses with the work in English grammar serves to give a more permanent value to the latter through added clearness of comprehension and through constant practice in the sentence analysis necessarily involved in translation.

That the pupil may gain the satisfaction which comes from a sense of growth in intellectual power, thoroughness in the mastery of the elements of the language is necessary; but it is the endeavor

of the department to select the material upon which stress is to be laid in such a way as to avoid placing an unnecessary burden on the pupil's memory. Special attention is given at first to the recognition of the sentence relations of a simple character, and to the acquisition of a working vocabulary. The study of the forms and grammatical principles of less frequent occurrence is distributed throughout the course in accordance with the order of their appearance in the texts which are read.

For those who complete the course, a detailed study of some of the more important literary productions of the classical period serves to make known in some degree the great influence of Rome on the thought of modern Europe and America. An important result of even a slight acquaintance with such material should be to guard the pupil against superficiality of judgment in dealing with the literature of later times. While it is the task of the college rather than of the high school to deal with literary history in its larger aspects, the high school may properly aim to stimulate the pupil of suitable ability to seek a considerable acquaintance with material of this kind.

It is essential that much of the grammatical work done in the first year be reviewed in the subsequent years of the course that it may be fixed in memory, and that accuracy in reading may be assured through a quick and correct recognition of forms. The characteristic differences between Latin and English, arising from the greater range of inflection in the former, makes necessary the development of a habit of closer observation of forms than the pupil has brought to his study of English; and while extensive reading is desirable, the pupil gains little ultimate satisfaction from attempts which leave him with no clear realizations of the difference between an accurate and an inaccurate rendering of a passage of Latin. Properly directed exercises in sight translation tend to quicken the pupil's perception of the exact value of forms and to teach him how to deal with new difficulties as they appear.

The training which is given in the writing of Latin has for its purpose the fixing in memory of vocabulary and the proper use of forms and constructions. To this end, drill in this phase of the work is continued throughout the course.

AIMS

The aims in teaching secondary Latin include the following:

1. Ability to read, to understand without translation, and to translate into correct and idiomatic English the Latin authors included in the high-school course, and to write Latin involving the vocabulary, idioms, and syntax of the prose authors read.
2. A ready, accurate, and fairly complete working knowledge of the elements of Latin grammar.
3. An accurate pronunciation of Latin by the Roman method, and the English pronunciation of Latin proper names and technical words and phrases when used in English.
4. A considerable knowledge of the science of etymology in its application to the formation of Latin words and to English words derived from Latin.
5. A considerable knowledge of the fundamental laws of language.
6. A fair knowledge of the history, manners, and customs of the Romans, and of Roman influence on western civilization.
7. A close acquaintance with the writings and the lives of some of the leading characters in Roman history.
8. A considerable knowledge of Greek and Roman mythology and some appreciation of its importance for an understanding of English literature.
9. The broadening of the pupil's horizon by giving him, through a knowledge of their language and literature, an acquaintance with a people of another time and place, whose lives, nevertheless, as well as whose language and literature, are closely related to his own.
10. An increased appreciation of literary forms employed in English and in other modern languages, and a knowledge of some of the more important technical terms in rhetoric and poetry.
11. A more intelligent use of literature in translation than is possible for one who has no appreciation of the difficulties and losses involved in translating from one language to another.
12. Training in accuracy in oral and written speech, and in observation and judgment, especially as applied to language material.

METHODS

Latin is taught in the University High School by a modified form of the grammar-translation method. In the first year's work the memorizing of vocabulary, grammatical forms, and rules of syntax is made to follow, not to precede, the reading and writing of the Latin. Many devices of the direct method are also employed throughout the course; for example, questions and answers in Latin based on the text read; classroom directions in Latin; the reading and understanding of Latin passages without resorting to translation; and the writing of Latin résumés and simple original Latin compositions. In all translation, whether oral or written, correct English is required. In the first and second years' work as literal translation as English idiom will permit is the standard. In the translation of Cicero and Virgil greater freedom of expression is encouraged.

FIRST-YEAR LATIN

Introductory statement.—The study of Latin is generally begun in the first year of the high school.¹ In many cases Latin is the first foreign language studied. The pupil's knowledge of his own language up to this time has been largely practical; language has been a tool rather than a subject for study. This is true to a very large degree even if the pupil already has some knowledge of one or more modern foreign languages learned largely as he learned his English. The learning of a highly inflected language such as Latin, makes clearer the grammatical forms and syntactical usages of his own language. The translation of every sentence involves a conscious comparative study of word meanings, inflections, and sentence structure in the two languages.

Aims.—The purpose of the first year's work in Latin is to give the pupil the essential elementary facts of the language and practice in its use, and to stimulate in him an interest in further language

¹ For the past three years, as an experiment in the correlation of Latin and formal English grammar, a class in Latin has been organized of especially capable students in the seventh grade of the University Elementary School. In addition to the required work in English grammar, the class has completed Latin work for which one-half unit of credit is given in the high school. The method here employed contains many of the features of the direct method, as being especially well suited to boys and girls of less maturity than those in the first year of the high school.

work. Since many pupils take only one year of Latin, the course is so arranged as to be of as much value as possible to these pupils without lessening in any way its value for those who are preparing for more advanced work. The following are specific aims:

1. The ability to pronounce Latin correctly and to translate easy sentences and connected passages from Latin into English and from English into Latin.
2. The acquiring of a selected vocabulary of about 750 words, approximately 90 per cent of which are from Caesar's *Gallic War*.
3. An accurate knowledge of the inflection of the regular nouns, pronouns, adjectives, and verbs, and of the more important irregular verbs.
4. A working knowledge of the more important rules of syntax.
5. A better understanding of English grammar.
6. The acquiring of a larger English vocabulary, and a more accurate use of English words derived from Latin, through increased knowledge of word stems, prefixes, and suffixes.
7. An introduction to the science of language.

Methods.—Pronunciation is taught by imitation rather than by rule. Both vocabulary and forms are first taught from easy Latin-English and English-Latin sentences, and afterward memorized through formal drill. Perception cards on which are printed Latin words and phrases, and frequent written tests are among the means employed. Rules of syntax are formulated from the Latin read, and drill is secured largely through the writing of Latin. The teaching of English grammar and spelling is a recognized part of the first year's work. English derivatives are taken up in correlation with the study of Latin vocabulary, both as an aid to the pupil in memorizing the Latin words, and as a means of enlarging his English vocabulary and of giving him a clearer understanding of English words already somewhat familiar to him. Lists are made up of Latin and English derivatives of some of the more important Latin roots. Lists of Latin words from which are derived the technical words used in other subjects, such as mathematics and the sciences, are furnished the teachers of these subjects.

Subject-matter.—In the first semester thirty-seven lessons in Hale's *First Latin Book* are completed. These lessons include:

the inflection of the regular nouns and adjectives of the first and second declensions; the declension of the pronominal adjectives and pronouns; the conjugation in the indicative of the five model verbs and of *sum*; a vocabulary of about 350 words; the principal parts of about 70 verbs; an inductive treatment of the simplest uses of the cases; the forms and uses of the perfect passive and future active participles; and the forms and uses of the infinitive, including the infinitive in indirect discourse. Each lesson includes exercises in the translation of Latin into English and English into Latin.

In the second semester the remaining forty-five lessons of the *First Latin Book* are completed. These include: the inflection of nouns and adjectives of the third declension; the inflection of nouns of the fourth and fifth declensions; the comparison of adjectives; the conjugation of the model verbs in the subjunctive; the more important uses of the subjunctive; the forms and uses of the gerund, gerundive, and supine; a further development of the uses of the cases, and the conjugation of the more important irregular verbs. Each lesson includes the translation of Latin into English or English into Latin, or both.

Time required of pupils.—The time of five fifty-five-minute periods a week throughout the year of thirty-six weeks is given to First-Year Latin. At least fifteen minutes of each period are given to supervised study. An average of about thirty minutes of study outside of class is expected for each day's assignment.

Textbook.—Hale's *First Latin Book* (Atkinson, Mentzer & Co., 1912), is the textbook used in the first year's work.

Attainments.—The pupil who completes one year of Latin has acquired the ability to translate easy Latin into English, and simple English into Latin; he has a good working knowledge of the regular grammatical forms and the more important rules of syntax; he has acquired a Latin vocabulary which will be of use to him both in his English and in his further study of Latin; he has increased his understanding and control of his English speech, especially in the more difficult points of grammar; he has gained the fundamental facts necessary to the study of English etymology; he has a foundation for more rapid and more intelligent acquisition of the technical

vocabulary of law, medicine, mathematics, or the natural sciences and for the more rapid acquisition of a modern Romance language; and he has had training in habits of accuracy and thoroughness.

Type lesson.—The topic to be developed is the use of the infinitive in indirect discourse. The pupils have already used the infinitive in such sentences as:

1. Mārcus putātur amīcus meus esse.
2. Is dicitur cēnam dedisse.
3. Dīcitur mē ad aliam cēnam invītātūrus esse.

The teacher places these or similar sentences on the blackboard, and adds sentences such as the following:

4. Mārcus amīcus meus est.
5. Putō Māreum amīcum meum esse.
6. Is cēnam dedit.
7. Audiō eum cēnam dedisse.
8. Mē ad aliam cēnam invītātūrus est.
9. Scīo eum mē invītātūrum esse.
10. Mārcus dicit sē mē invītātūrum esse.
11. Sextus audīvit eum hoc dicere.
12. Lūciō heri dixī, "Mārcus amīcus meus est, et mē invītātūrus est."

The pupils are asked to volunteer translations, and these are written on the blackboard. Wherever possible more than one translation of a given sentence is elicited. In these Latin sentences and the corresponding English sentences the following points are noted and discussed:

1. The difference between a direct and an indirect statement of a fact (as in sentences 4 and 5, 5 and 6, above).
2. The difference between a direct and an indirect quotation of a statement (as in sentences 5 and 12).
3. The fact that the Latin expresses an indirect statement after a word like "say," "think," "know," or "hear" by using an accusative subject and an infinitive verb (as in sentences 5, 7, 9, 10, 11).
4. The fact that it is possible to use in English the accusative and infinitive to express this idea especially after words like "think," "know," or "hear" (as in sentences 5, 9, 11), but that the regular

and more idiomatic English usage in such expressions is a “that”-clause with a nominative subject and an indicative verb.

5. The fact that the reflexive pronoun must be used when the subject of the infinitive is the same person as the subject of the main verb of saying, etc. (as in sentence 10).

6. The fact that in Latin a predicate noun, adjective, or participle in such expressions must be in the accusative to *agree* with the accusative subject (as in sentences 5, 9, 10).

After these working rules are formulated the remaining portion of the class-period is spent in drill with perception cards and in writing and translating easy Latin sentences which include only the present tense for the principal verb of saying, etc. The perception cards include the following sentences: *dicit sē esse; dicunt sē esse; dicit sē fuisse; dicunt sē fuisse; dicit sē futūrum esse; dicunt sē futūrōs esse.*

The first development lesson can be further simplified by using sentences which contain only the present tense of the infinitive as well as only the present tense of the verb of saying, etc.

On the second day the instructor further develops the topic, showing the difference in usage between Latin and English in sentences in which the tense of the verb of saying, etc., is other than present. The chief difficulty to be cleared up is the fact that after a past main verb the present infinitive in Latin is translated as a past indicative in English, the perfect infinitive as a past perfect indicative, and the future infinitive by the phrase “was (were) going to,” or by the use of the auxiliary verb “would”; and conversely that the English past, past perfect, and past future verb-phrase with “would” are translated into Latin after a past main verb by the present, perfect, and future infinitives respectively.

Sentences are presented illustrating this difference in tense idiom. This development is followed by exercises in translating easy sentences from Latin to English and from English to Latin. There is further drill with perception cards which include the following sentences in addition to those mentioned above: *dixit sē esse; dixérunt sē esse; dixit sē fuisse; dixérunt sē fuisse; dixit sē futūrum esse; dixérunt sē futūrōs esse.*

A summary for expressing indirect statement in Latin and in English is then worked out, as follows:

In Latin	In English
1. No conjunction is used after the word of saying, etc.	1. The conjunction "that" regularly follows the word of saying, etc.
2. The subject is in the accusative, and is rarely omitted.	2. The subject is in the nominative.
3. The verb is in the infinitive.	3. The verb is in the indicative.
4. The tense shows time relative to the main verb, that is, a present infinitive shows present time after a present verb of saying, but shows past time after a past verb of saying, e.g., <i>Dicō eum esse</i> , I say that he is; but <i>dixi eum esse</i> , I said that he was.	4. The tense shows absolute time, e.g., <i>I say</i> that he <i>is</i> , but <i>I said</i> that he <i>was</i> ; <i>I say</i> that he <i>has been</i> , but <i>I said</i> that he <i>had been</i> .
5. A predicate noun, pronoun, adjective, or participle is in the accusative, and an adjective or participle further agrees with the subject in gender and number.	

SECOND-YEAR LATIN

Introductory statement.—In the second year the pupil takes up for the first time the reading of a classic Latin author. Caesar's *Gallic War* is the text read. Composition based on the text occupies about one-fifth of the time of this year.

The step from the *First Book* is necessarily a difficult one. The reading-matter is not graded, as in the first year's work. Many new words are encountered: there are nearly a thousand different words in the first twenty-nine chapters, not half of which the pupil can possibly have met in his first year's work. There are about fifty different case uses and about thirty different uses of the subjunctive in these same chapters. The story itself, while straightforward and comparatively simple, deals with activities and places not very familiar to boys and girls of the second year in high school. However, if once these initial difficulties are overcome, the continued reading of a single author such as Caesar, with his repeated use of words and constructions, makes the later reading increasingly easy, and gives a sense of mastery. From the first, too, the work

in composition, which is arranged and graded to meet the pupil's needs, is made to carry much of the burden of drill in vocabulary, forms, syntax, and word order.

Aims.—It is the purpose of the second year's work to give the pupil:

1. Growth in ability to read understandingly and to translate narrative Latin accurately and idiomatically, and to write Latin of increasing difficulty.
2. A greatly enlarged Latin and English vocabulary.
3. A clear understanding of a prescribed list of case and mood constructions, selected according to the frequency of their use in Caesar.
4. An increased appreciation of the laws of sentence structure both in Latin and in English.
5. Some knowledge of Roman military organization and tactics, and their modifications in mediaeval and modern warfare.
6. Some knowledge of the geography and customs of Gaul, Germany, and Britain in Caesar's time.
7. Some appreciation of the historical significance of Caesar's political career, and of the far-reaching effects of his successful campaigns in Gaul.

Subject-matter and methods.—In the first semester Book I, chaps. i-xxix and Book II, chaps. i-xv are read, and about fifteen lessons in prose composition are written. During the first few weeks there is conducted a systematic review of the declensions and conjugations studied in the first year. There is also oral and written drill on the principal parts of a selected list of about 100 verbs, as they appear in the text read. There is constant drill on vocabulary and idioms by the use of perception cards. Case and mood constructions are noted and discussed as they appear in the text, and as they are taken up in Latin composition based on the text. Formal drill in syntax is postponed to the second semester. Sight reading and supervised study are important means of finding and clearing away the pupil's difficulties with the text.

From the first, special emphasis is placed on Latin and English sentence structure, and on certain characteristics of Caesar's word order; for example, the introductory participial phrase, in which the

participle agrees with the subject or is part of an ablative absolute construction.

The difficulties of indirect discourse are cleared up as early as possible, and practical rules are worked out for the translation of the different cases and the subjunctive clauses found in Caesar.

In the second semester Book II, chaps. xvi-xxv, Books III, IV, and selections from Books V, VI, VII, and I, chaps. xxx-liv, are read. About fifteen lessons in prose composition are written. Special topics are assigned in history, geography, customs, or similar topics connected with the Gallic War, and the pupils are encouraged to compose, in English or Latin, letters or reports telling of battles and the movements of Caesar's army. Maps, charts, and wall pictures are in constant use in the classroom.

At the beginning of the second semester the following list of case and mood constructions in outline form with grammatical references is placed in the hands of the students, and there is continued oral and written drill in naming the more important case and mood uses.

USES OF THE CASES IN CAESAR

1. The nominative: as subject; as predicate.
2. The genitive: of possession or connection; of the whole (partitive); of material or composition; of object or application (objective); of description; of measure.
3. The dative: of indirect object; with certain adjectives; with certain verbs; of purpose; of reference; of possession; of agent with future passive participle; with certain compound verbs.
4. The accusative: as direct object; as predicate; as second object; as subject of an infinitive; of extent of space; of duration of time; of degree; of place to which.
5. The ablative: of separation; of place from which; of agent; of cause; of accordance; of accompaniment; of attendant circumstance; of manner; of description; of means; of route; of degree of difference; of place in which; of time at or within which; of respect; in an ablative absolute construction; as object of *utor*, *fruor*, *potior*; of comparison.

USES OF THE SUBJUNCTIVE IN CAESAR

The subjunctive is used in a clause of purpose; in a substantive volitive clause; in a clause of hindrance; in a clause of fear; in an indirect command; in a clause of anticipation; in a past-future clause; in a clause of result; in a substantive fact clause; in a relative descriptive clause; in a *cum*-clause of situation; in a *cum*-clause of cause; in a *cum*-adversative clause; in an indirect

question; in a subordinate clause of fact in indirect discourse; in a *quod*-clause of quoted reason; in a clause closely dependent on a subjunctive or infinitive (subjunctive by attraction).

Time required of the pupil.—Five fifty-five-minute periods a week are given to the work of the second year. Approximately one-fifth of the time of the class periods is given to prose composition. About ten minutes of each period are given to some form of supervised study in preparation of the lesson for the following day. An average of about thirty-five minutes' study in addition is expected of each pupil.

Textbooks.—Walker, *Caesar's Gallic War* (Scott, Foresman & Co., 1907); Hale, *Latin Prose Composition, Part I* (Atkinson, Mentzer & Co., 1910).

Reference books.—Holmes, *De Bello Gallico* (text and notes) (Clarendon Press), *Conquest of Gaul* (Clarendon Press), *Ancient Britain* (Clarendon Press); Ferrero, *Greatness and Decline of Rome*, Vol. II (Putnam); Davis, *A Friend of Caesar* (a novel) (Macmillan); Whitehead, *The Standard Bearer* (American Book Co.); Froude, *Caesar, a Sketch* (Harpers).

Maps and wall charts.—Johnson's *Caesar de Bello Gallico* (Nystrom & Co.); Cybulski's colored plates illustrating military dress and equipment. (Nystrom & Co.)

Attainments.—

1. The pupil who has completed the second year's work in Latin has gained the power of reading at sight a passage of ordinary difficulty from Caesar or an author of similar style and degree of difficulty, and the ability to write Latin involving the vocabulary and constructions common in Caesar.
2. He has fixed in memory the regular grammatical forms.
3. He is able to recognize and name clear examples of the case and mood constructions listed above.
4. He has a fairly definite idea of the story of Caesar's Gallic Wars, and of their great significance in the later history both of Gaul and of the Roman state.

THIRD-YEAR LATIN

Introductory statement.—The work of the third year consists of the reading of prose of a more difficult character than that read in

the second year, and of the writing of Latin sentences which serve to illustrate the most important principles of grammatical usage in the classical period.

Aims.—From the point of view of linguistic study, the pupil's vocabulary is increased, he is given training in dealing with the periodic sentence as used by Cicero, and the inflectional forms which have appeared infrequently or not at all in the narrative material read in the second year are studied. The greater stress, however, is laid upon the interpretation of the material read, as serving to develop the pupil's interest in the political life of Rome, and to provide a basis for the comprehension of the history, not only of the closing years of the Roman republic, but also of later times.

Subject-matter and methods.—The text read is selected from the orations of Cicero. In the first semester the material comprises the selections from *Actio II* of the *Verres* known as the "Plunder of Syracuse" and the "Crucifixion of a Roman Citizen," together with the first oration against Catiline and the greater part of the second or third from this group. The amount read in the semester is equivalent to three of the orations against Catiline. In connection with the reading of the first few weeks a review of irregular verbs is given. The passive forms of the second person of regular verbs ending in *-re* and the future tense of the imperative, which have been omitted from the work of the first two years, are studied. Pupils are furnished, as in the second year, with a summary of the most important case and mood uses, which serves to supplement the work in composition as a basis for grammatical study throughout the year. Especial attention is given to constructions not found in Caesar, for example, the independent uses of the subjunctive and the forms of the conditional sentence.

The organization of the Roman state is outlined, and pupils learn something of the functions of the more important magistrates and the method of election. The political situation at the time of Cicero's consulship is discussed, and the Catilinarian conspiracy is presented as a phase of the struggle between the radical and conservative elements in the state. The conditions which contributed to the overthrow of republican government at Rome are pointed out, as far as can be profitably done with pupils of the grade in

which this course is given. In many cases the study of this material serves to direct the pupil's attention to the political life and activity of his own environment at a time when he is first capable of comprehending the principles involved.

The selections from the Verrine orations furnish an insight into the corruption of Roman provincial administration. The references in the "Plunder of Syracuse" to the numerous works of art in Sicily give the pupil a knowledge of the development of painting and sculpture among the Greeks and Romans. A much more vivid realization of the character of the ancient civilization is given by this first-hand description of its art than can readily be gained from any other source.

In the second semester one of the remaining orations against Catiline, the oration for the *Manilian Law*, and the *Defense of Archias*, are read. The oration for the *Manilian Law* is studied as a model of a carefully constructed argument. Pupils are required to prepare an outline showing in detail the main points of the argument and their subdivisions. The arguments in opposition to the *Manilian Law*, as quoted by Cicero, are noted and the pupils are asked to consider their validity in the situation in which they were offered. The fact that the oration is read rather slowly makes it especially valuable for such analysis. Pupils are thus prepared for the more rapid study of similar material in English.

In the study of the oration for Archias, the legal points of the case are examined and the method of conferring citizenship upon aliens at Rome is compared with the procedure in modern times. The division of the oration treating of the importance of literature serves to familiarize the pupil with a few facts regarding the early literature of Rome and also regarding the literary career of Cicero. A few short passages from the oration are memorized. One recitation of each week is given to the Latin composition. The material employed is the exercises of the Scott-Van Tuyl Cicero composition. About fifteen lessons from this text are completed in each semester. The arrangement of topics in the lessons of the textbook gives especial prominence to mood uses in the first semester, and to case uses in the second. This order of presentation is believed to afford the maximum of help for the translation of the Latin, and to introduce

in a logical place the topics which need recurring drill throughout the year.

Time required.—The class meets for five fifty-five minute recitations each week. Since no review course is provided at the completion of the work in Latin, the average pupil is expected to give at least forty-five minutes a day to homework.

Textbooks.—Allen and Greenough, *Cicero* (Ginn & Co.); Hale and Buck, *Latin Grammar* (Atkinson, Mentzer & Co.); Scott and Van Tuyl, *Cicero Composition* (Scott, Foresman & Co.).

Reference books.—Johnston, *Private Life of the Romans* (Scott, Foresman & Co.); Abbott, *History and Description of Roman Political Institutions* (Ginn & Co.); Abbott, *Society and Politics in Ancient Rome* (Scribner); Boissier, *Cicero and His Friends* (Putnam).

Maps and wall charts.—Johnson, *Orbis Romanus* (Nystrom & Co.); *Italia Antiqua* (Nystrom & Co.); Kampen, *Ancient Rome* (Rand McNally & Co.); Cybulski's colored plates illustrating public and private life at Rome (Nystrom & Co.).

Attainments.—The pupil is able to read at sight, with a reasonable degree of accuracy, selections from Cicero or authors of equal difficulty, and to write sentences involving the constructions and vocabulary of Cicero. He has gained an acquaintance with the characteristic features of Latin oratorical style and with the political life of Rome, and he has learned something of the influence of the Roman political organization upon the governmental affairs of Europe and America.

FOURTH-YEAR LATIN

Introductory statement.—The fourth year is devoted to the study of Latin epic poetry. Special prominence is given to the influence of Roman thought and literary forms on the literature of modern times, as contrasted with the study of political life in the third year.

Aims.—The pupil should gain familiarity with the material, form and the general character of the classical epic. He should observe the poetic value of figures of speech, and the difference in the range of meaning given to words in prose and in poetry. The outline knowledge of classical mythology which has been given

in the elementary school should be developed in connection with the reference to the gods of Greece and Rome as they appear in the text read. A familiarity with the incidents and characters of the Trojan War should increase greatly the pupil's ability to appreciate modern art and literature, in which this material plays so large a part. The purpose of the work in composition is to give the pupil a clear understanding of the general laws of language and to prepare him to deal with advanced work in Latin if he continues the subject in college.

Subject-matter and methods.—During the year the class reads the first four and the sixth books of Virgil's *Aeneid* and selections from Ovid equivalent in amount to the fifth book of the *Aeneid*. The selections are varied somewhat from year to year. At the beginning of the year the structure of the Latin hexameter is studied. Pupils are required to indicate in written form the scansion of several lines each day until they are familiar with the subject. Variations from the normal pronunciation and structure are not treated until extended drill has been given on the typical form. Examples of hiatus, spondaic verse, and other special peculiarities are pointed out later, and the pupil is taught how to determine the character of a line which varies from the regular form. All pupils are urged to attempt metrical translations of short passages. Pupils who show ability in the writing of verse are given longer assignments for practice in work of this kind. In the latter part of the year papers are written by members of the class on topics assigned by the instructor. Some of the topics employed are the following: "A Character Sketch of Aeneas," "The Minor Characters of the Poem," "The Gods as Represented in the *Aeneid*," "English Literary Translations of the *Aeneid*," "The Geography of the *Aeneid*."

The amount of text assigned for translation each day during the first few weeks of the term is small, usually from ten to fifteen lines. The length of the lesson is gradually increased to about forty lines by the end of the first semester, and to a standard length of about fifty lines for the greater part of the second semester. A portion of the recitation period is usually employed for the preparation of the lesson for the following day. Members of the class translate at

sight, with such assistance from the instructor as may be necessary, a part of the assignment for the next day, thus acquiring a knowledge of how to attack special difficulties, and also gaining confidence in dealing with new material.

The selections from Ovid include a part or the whole of the following from Kelsey's Ovid: "The Four Ages and the Flood," "Phaeton," "Pyramus and Thisbe," "Perseus," "Proserpina," "Niobe," "Daedalus and Icarus," "Philemon and Baucis," "Orpheus and Eurydice." Passages from Ovid which deal with myths appearing in the *Aeneid* are sometimes read at sight in connection with the corresponding passages in Virgil. The grammatical study connected with the reading of the text deals chiefly with syntactical usages which are poetic in their character and which show variations from the case and mood uses of classical prose. The pupil is taught to recognize these seeming irregularities as extensions of related prose construction or borrowings either from the older Latin or from the Greek rather than as arbitrary forms created by the poet. The case endings used with proper names derived from the Greek are assigned for study, and the occasional use in common nouns of endings from this source is pointed out. The archaic and less commonly used case endings, such as *-um* for *-ārum* and *-ōrum*, and the dative of the fourth declension in *-ū* are brought to the student's attention at the beginning of the course. Verb forms which have not previously appeared, such as the present passive infinitive in *-ier*, the third person plural of the perfect indicative in *-ēre*, the short form of the imperfect indicative of the fourth conjugation, and the numerous contracted forms in the perfect system are taught in connection with the part of the text in which they first appear.

Attention is given to Latin word formation to a somewhat greater extent than in the preceding years of the course. Inceptive and frequentative verbs, nouns in *-tor*, and the commoner adjective formations are reviewed. Patronymics are studied and adjective formations in addition to those taken up in the previous years are noted.

One recitation of each week is given to Latin composition, the topics on which the written exercises are based being pre-

sented in such form as to cover systematically all the more important points in the syntactical usage of the classical period. The method is the same as that followed in the third year, but the sentences to be written are of a more difficult character. About fifteen lessons from Jones's *Latin Composition* are completed each semester.

Time required of students.—Four fifty-five-minute recitation periods each week are given to translation and literary study of the text and one to composition. The time required for the preparation of the lesson as in the third year, is not less than forty-five minutes.

Textbooks.—Knapp, *Virgil* (Scott, Foresman & Co.); Jones, *Latin Composition* (Scott, Foresman & Co.); Hale and Buck, *Latin Grammar* (Atkinson, Mentzer & Co.).

Reference books.—Gayley, *Classic Myths* (Ginn & Co.); Glover, *Studies in Vergil* (Arnold); Miller, *Two Dramatizations from Vergil* (The University of Chicago Press); Johnston, *Roman Private Life* (Scott, Foresman & Co.); *Translations of the Aeneid*: Conington (David McKay); Dryden, (Thomas Y. Crowell Co.); Morris, (Longmans, Green & Co.).

Maps and wall charts.—See under "Third-Year Latin".

Attainments.—The pupil is able to read at sight passages of average difficulty from Virgil and Ovid. He will be prepared to read the Latin of the Freshman course in college, if he chooses to continue the subject. He has gained a knowledge of the source and development of the most vital element in his own language, and of the characteristics of the literature which has been the most widely diffused influence upon the thought and literature of modern Europe and America. He has had the discipline which comes from four years of consecutive work upon a single type of material, a result which cannot be regarded as other than of the highest importance. Through the training of translation he has been taught the importance of the choice of words and his English vocabulary has been enlarged and clarified. He has been given an introduction to the general laws of the development of languages, and the acquisition of a vocabulary in any one of the modern Romance languages has been made easier.